

NEIL ABERCROMBIE  
GOVERNOR



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CHAIRPERSON

STATE OF HAWAII  
**STATE PUBLIC CHARTER SCHOOL COMMISSION**  
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## RECOMMENDATION SUBMITTAL

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DATE: April 10, 2014

TO: Catherine Payne, Chairperson

FROM: Tom Hutton, Executive Director

AGENDA ITEM: Action on Approval of Academic Performance Framework including School-Specific Measures and Weighting Plans

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### I. DESCRIPTION

Staff recommendation that the Committee recommend to the full Commission that the Academic Performance Framework as described in this submittal, including, but not limited to, the three weighting distributions of 0%, 10%, and 25% School-Specific Measures, be approved by the Commission and implemented within the State Public Charter School Contract that will be effective July 1, 2014.

### II. AUTHORITY

Pursuant to Hawaii Revised Statutes ("HRS") §302D-2, "[a]ny charter school holding a charter to operate under Part IV, subpart D, of chapter 302A, as that subpart existed before July 11, 2006, and any charter school holding a charter to operate under chapter 302B as it existed before June 19, 2012, shall be considered a charter school for the purposes of this chapter under a charter contract with the commission unless the charter contract is revoked, transferred to another authorizer, or not renewed, or the charter school voluntarily closes."

HRS 302D-16 requires that the charter contract between authorizer include charter school performance provisions based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school.

Section 4.1.1 of the Charter Contract provides that “the School’s academic performance under this Contract shall be evaluated based on the School’s record of performance according to the State accountability system as may be amended from time to time consistent with State and federal requirements and shall give due consideration to the School’s performance based on any Commission-approved school-specific indicators adopted by the School.”

Section 4.1.1 of the State Public School Charter Contract provides that “the School’s academic performance under this Contract shall be evaluated based on the School’s record of performance according to the State accountability system as may be amended from time to time consistent with State and federal requirements and shall give due consideration to the School’s performance based on any Commission-approved school-specific indicators adopted by the School.”

Pursuant to HRS §302D-16, “(a) The performance provisions within the charter contract shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer’s evaluations of each public charter school. The performance framework, as established by the authorizer, shall include indicators, measures, and metrics for, at a minimum:

- (1) Student academic proficiency;
- (2) Student academic growth;
- (3) Achievement gaps in proficiency and growth between major student subgroups;
- (4) Attendance;
- (5) Enrollment variance;
- (6) Postsecondary readiness, as applicable for high schools;
- (7) Financial performance and sustainability;
- (8) Performance and stewardship, including compliance with all applicable laws, rules, and terms of the charter contract; and
- (9) Organizational viability.”

### III. BACKGROUND

**Guiding Statements.** At the Commission’s General Business Meeting on December 12, 2013, the Commission, in consultation with NACSA, approved a set of statements intended to provide general guidelines for the development of the Academic Performance Framework. Guiding Statements #1 and #3, in particular, are key statements in the development of the Academic Performance Framework. Guiding Statement #1 states that student academic proficiency and growth are critical indicators of a school’s performance. Guiding Statement #3 states that charter schools are “first and foremost” public schools and that the approved state accountability system should serve as a basis for assessing Hawaii’s charter schools. The intent of these guiding statements have been reflected in the measures of the Academic Performance Framework as well as the three weighting plans by placing high value on growth and achievement while not significantly devaluing state accountability.

**Academic Performance Framework Feedback from Schools.** Staff established a process for soliciting input from the schools on the Academic Performance Framework. This process included informational meetings with the schools, surveys, and direct emails to school directors and governing board chairs. During the week of February 18, 2014, staff held informational meetings with Oahu, Hilo, Kona, and Kauai schools where staff described the current draft of the Academic Performance Framework. All schools were provided with the last draft of the Academic Performance Framework and were invited to provide feedback. A webinar was conducted for schools unable to attend the in-person meetings. On March 21, 2014 staff hosted an open conference line for any schools to provide final feedback; one school did so. Any feedback received after March 27, 2014 will be shared with the Commission at its April 10, 2014 General Business Meeting. The feedback compiled from the survey thus far is included in this submittal as **Exhibit 1**. Staff has made some revisions to the Academic Performance Framework based on the feedback received. These revisions are described in the Decision Making Statement section that follows.

**Weighting Plan and School-Specific Measures.** At the February 13, 2014 Commission Meeting, the Commission approved a two-tiered weighting system for School-Specific Measures with the highest tier established at 25% and the second tier at 10%. In response to this approval, staff began work with National Association of Charter School Authorizers (“NACSA”) to develop appropriate weighting plans. At the February 27, 2014 Committee meeting, staff updated the Committee on its progress on the weighting plans. The informational submittal to the Committee included the three weighting plans that staff planned to share with the schools as well as the plan for collecting feedback by way of in-person meetings and surveys.

The three weighting plans illustrated how weighting would vary depending on a school’s approved use of School-Specific Measures:

1. A weighting plan assuming School-Specific Measures are weighted 25% (**Exhibit 2**);
2. A weighting plan assuming School-Specific Measures are weighted 10% (**Exhibit 3**); and
3. A weighting plan assuming School-Specific Measures have a 0% weight, where schools have decided not to use any School-Specific Measures (**Exhibit 4**).

Staff distributed the weighting plans to the schools and elicited feedback. The feedback, by way of survey and in-person dialogue, has been mixed. While some respondents believed that the amount of weight allocated to State accountability was too high, others raised concern that the School-Specific Measure was “watering down” and lowering the state accountability component (see **Exhibit 1**). Most feedback indicated an appreciation for the high emphasis on growth. Taken altogether, staff recommends no drastic changes to the weighting plan as submitted. As stated at the February 27, 2014 Committee meeting, the proposed weighting plans are consistent with weighting plans of other state authorizers.

#### IV. DECISION MAKING STATEMENT

Based on the feedback accumulated thus far, staff recommends the following revisions to the Academic Performance Framework. A revised draft reflecting these changes is attached as **Exhibit 5**. These changes were made to the last draft of the Academic Performance Framework, which was distributed to the Performance and Accountability Committee on February 27, 2013.

Staff did not receive any feedback from schools advocating for revision or removal of Measure 1.a. (State and Federal Accountability) or Measure 1.b. (School Status). Consequently, staff recommends that these measures remain intact and unchanged, as described in **Exhibit 5**.

**Measure 1.c. (Annual Measurable Outcomes).** This measure seeks to create achievement targets for individual schools based on past performance. Annual Measurable Outcomes (“AMOs”) are commonly used as school improvement tools that set targets to measure the effectiveness of program interventions. Survey results were split, with four respondents that advocated for revision of this measure and referenced inconsistent initial baseline targets. The remaining four survey respondents stated no revision was necessary. While staff believes that AMOs are primarily a school improvement tool, and not an appropriate performance measurement tool, HRS §302D-16 currently calls for AMOs to be included in the performance frameworks. Staff believes that this measure can inform the Commission on schools’ progress, but it is not an effective tool for measuring academic performance consistently for all schools. Therefore, staff recommends including this measure as a part of the Academic Performance Framework, but making this measure unweighted.

<b>1.c. Does the school meet its Annual Measurable Objectives (AMOs)?</b> <i>Note: Reading and math are evaluated separately.</i>
<b>Exceeds Standard:</b> <input type="checkbox"/> The school met its subsequent year’s AMO or exceeded the state average of percent proficient by 10% or higher.
<b>Meets Standard:</b> <input type="checkbox"/> The school met its AMO, met the state average of percent proficient, or exceeded the state average of percent proficient up to 10%.
<b>Does Not Meet Standard:</b> <input type="checkbox"/> The school did not meet its AMO and is within 5% range of meeting its AMO.
<b>Falls Far Below Standard:</b> <input type="checkbox"/> The school did not meet its AMO or is equal to or below the Established Minimum Proficiency.

**Measure 2.a. (High Needs Proficiency).** Six of eight respondents to this survey question recommended no change to this measure. At the in-person meetings, one school representative advocated removal of this measure, as it uses the same data used to calculate the Strive HI Index. This measure is included in the Academic Performance Framework to provide the Commission with more information to assess how charter schools are specifically serving high-needs students. Because Strive HI only measures performance of this group relative to non-high-needs students, staff felt inclusion of this measure is both valuable and important, as it isolates the performance of

high-needs students and compares their performance to their peers in other schools across the state. Staff recommends the measure remain unamended.

2.a. Are High-Needs students meeting or exceeding the statewide average proficiency rates for High-Needs students in reading and math? <i>Note: Reading and math are evaluated separately.</i>
<b>Exceeds Standard:</b> <input type="checkbox"/> The school's average High-Needs proficiency rate is in the top 10 percent of statewide High-Needs performance in schools serving the same grades.
<b>Meets Standard:</b> <input type="checkbox"/> The school's average High-Needs proficiency rate meets or exceeds the statewide average High-Needs performance of schools serving the same grades but is below the top 10 percent.
<b>Does Not Meet Standard:</b> <input type="checkbox"/> The school's average High-Needs proficiency rate is below the statewide average High-Needs performance of schools serving the same grades but is above the bottom 20 percent.
<b>Falls Far Below Standard:</b> <input type="checkbox"/> The school's average High-Needs proficiency rate is in the bottom 20 percent of statewide High-Needs performance of schools serving the same grades.

**Measure 2.b. (High Needs Growth).** Of the eight people that responded to the online survey, six recommended no revision to this measure. The measuring of academic growth among students of high need is not captured anywhere in the Strive HI index. The in-person meetings showed tremendous support for this measure. Staff recommends this measure remain the same.

2.b. Are High-Needs students showing growth in reading and math based on the Hawaii Growth Model's median Student Growth Percentile (SGP)? <i>Note: Reading and math are evaluated separately.</i>
<b>Exceeds Standard:</b> <input type="checkbox"/> The school's High-Needs median SGP is greater than 56.
<b>Meets Standard:</b> <input type="checkbox"/> The school's High-Needs median SGP is between 47 and 56.
<b>Does Not Meet Standard:</b> <input type="checkbox"/> The school's High-Needs median SGP is between 37 and 46.
<b>Falls Far Below Standard:</b> <input type="checkbox"/> The school's High-Needs median SGP is less than 37.

**Measure 2.c. (Adequate Growth Percentile).** This measure is designed to inform the Commission about whether the observed level of growth is sufficient for those students to be, on average, on track to reach or maintain proficiency in that content area. Feedback on this measure has been positive. However, developing the Adequate Growth Percentiles ("AGP") model requires at least two years of Smarter Balanced Assessment results. Staff recommends this measure act as a placeholder until DOE finalizes and releases AGP results. The AGP measure should become available and incorporated into the Academic Performance Framework after the 2016-2017 school year. The

plan is to assign the weight of 5, 6, or 8% depending on the School-Specific Measure afforded to the school.

<p>2.c. Are High-Needs students showing adequate growth to proficiency in reading and math based on the Hawaii Growth Model's adequate growth percentile (AGP)?</p> <p><b>Note: Adequate Growth Percentile (AGP) will be included in the Academic Performance Framework when they are available from HI DOE.</b></p>
<p><b>Exceeds Standard:</b></p> <p><input type="checkbox"/> TBD</p>
<p><b>Meets Standard:</b></p> <p><input type="checkbox"/> TBD</p>
<p><b>Does Not Meet Standard:</b></p> <p><input type="checkbox"/> TBD</p>
<p><b>Falls Far Below Standard:</b></p> <p><input type="checkbox"/> TBD</p>

**Measure 3.a. (Standard Goals: Comparison of Similar Schools).** This measure was an attempt to compare schools serving similar populations, including DOE schools. The issue with this measure was that charter schools were compared to schools on different islands and six schools were not assigned an appropriate match. Nearly all schools that provided feedback suggested deleting this measure. At the February 27, 2014 Performance and Accountability Committee meeting, written testimony was submitted on behalf of 16 Hawaiian Focused schools advocating that this measure be removed and its weight reallocated to increase the School Specific Measure Weight to a maximum of 30%, which would exceed the Commission's determination that 25% should be the maximum allowable weight to School-Specific Measures. Staff recommends removal of this measure from the APF based on the feedback from schools, but instead reallocating its 5, 6, or 8%<sup>1</sup> weight to the high needs indicator: 2c. AGP. However, since data does not currently exist for this measure, staff recommends temporarily reallocating the weight to measure 2b. High-Needs Growth.

**Measure 4. (School-Specific Measures)** No substantial feedback on this measure was submitted, due in part because this measure has already been approved by the Commission and seventeen schools have opted to propose no School-Specific Measure in this first year of implementation. Staff recommends that this measure remain intact as approved by the Commission on February 13, 2014.

<p>4. Did the school meet its school-specific academic goals?</p> <p><b>Note: Specific metric(s) and target(s) must be developed and agreed upon by the charter school and the Commission.</b></p>
<p><b>Exceeds Standard:</b></p> <p><input type="checkbox"/> The school exceeded its school-specific academic goal(s).</p>

<sup>1</sup> The weight varies because School-Specific Indicator can vary in weight at 0, 10, and 25%.

<b>Meets Standard:</b> <input type="checkbox"/> The school met its school-specific academic goal(s).
<b>Does Not Meet Standard:</b> <input type="checkbox"/> The school did not meet its school-specific academic goal(s).
<b>Falls Far Below Standard:</b> <input type="checkbox"/> The school fell far below its school-specific academic goal(s).

### Summary of Recommended Revisions to the Academic Performance Framework

1. Staff recommends keeping measure 1.c (AMOs) as an unweighted, placeholder measure.
2. Staff recommends removal of the measure 3.a. (Comparison of Similar Schools)
3. Staff recommends replacing measure 3.a (Comparison of Similar Schools) with the proposed Adequate Growth Percentile Measure, once data becomes available, and assume a weight of 5, 6, or 8% as proposed in the three weighting scenarios.
4. In the interim, while collecting the necessary data to run the AGP measure, staff recommends the weight of measure 3.a. be reallocated to Measure 2.b. (High Needs Growth). The weighting plans are included as attachments reflect this recommendation.
5. Staff recommends keeping School-Specific Measures at the current maximum of 25%.

**Measures in the Academic Performance Framework.** The Academic Performance Framework and the measures contained with this final draft are in accordance with the requirements stated in 302-D-16 and the State Public Charter School Commission’s guiding statements, which were approved at the December 12, 2013 Commission General Business Meeting.

**Overall Weighting Plans.** The weighting plans have been shared with schools. A recommendation to reweight of School-Specific Measures was addressed earlier in this submittal. Other than the suggestion regarding School-Specific Measures, no recommendations for change to the remaining six measures of the framework were submitted. Staff recommends no changes to the current weighting plans attached in this submittal.

**Trial Run Considerations.** During the process of developing the Academic Performance Framework, NACSA has provided the Commission with trial runs of the Academic Performance Framework. The trial run in December 2013, was the last trial run under NACSA’s contract with the Hawaii Board of Education (“BOE”). If the Commission were to opt for one additional trial run at this point, using 2012-2013 assessment data and applying the final draft of the framework, the Commission would need to assume the cost of \$10,000. If the Commission opts not to contract for a new trial run, the first run of the Academic Performance Framework will take place in the summer of 2014 using the Hawaii State Assessment results from the 2013-14 school year. To clarify, an additional trial run, as the description connotes, would be for informational purposes only.

Staff recommends that the Commission forgo this additional expense. Our recommendations are informed by the previous trial runs we have made during the process of developing the framework, and what additional information is to be gained from one more trial run may not warrant the expense. The primary difference between those trial runs and the final proposed framework is that the previous trial runs assumed that how the Strive HI Performance System evaluates a K-12 school would be changed, but the necessary federal approval of that change will not be obtained in time. Instead we will use a less comprehensive workaround that partly addresses the K-12 issue.

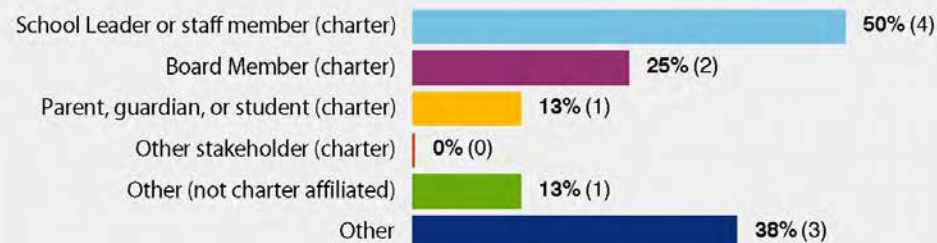
V. RECOMMENDATION

**Moved to recommend to the Commission that the Academic Performance Framework as described in this April 10, 2014 submittal, including, but not limited to, the three weighting plans consisting of 0%, 10%, and 25% weights accorded to School-Specific Measures, be approved by the Commission and implemented within the State Public Charter School Contract that will be effective July 1, 2014.**

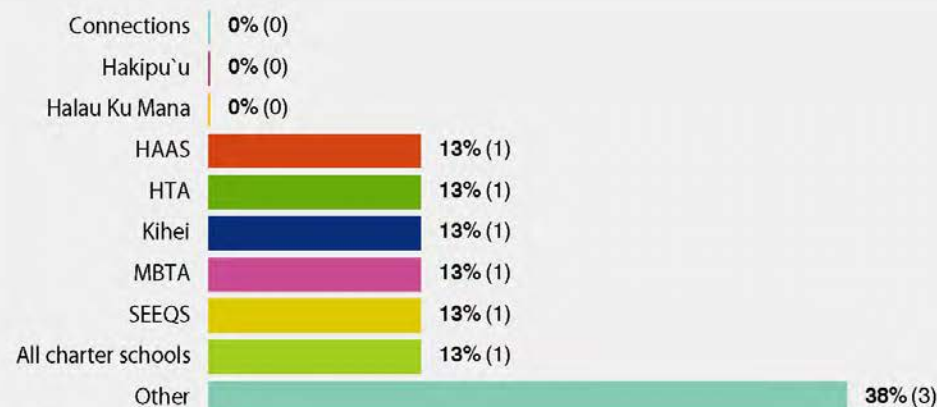


**Exhibit 1**

**Academic Performance Framework Feedback Summary**

**I am a...**

\* 8 total responses, 100% of submissions

**I am affiliated with...**

28 additional choices not shown

\* 8 total responses, 100% of submissions

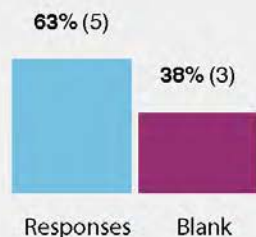
**1a. Does this measure need to be revised?**

\* 8 total responses, 100% of submissions

**1.a. Please provide comments below.**

- I like the 10% exceeding and 20% far below disparity - if it were just a 10% band for far below, I feel like a lot of kids would get lost in the 10-20% range as being just seen as not meeting the standard vs. being far below. The only thing I would consider if moving far below up to 30% and below.. but that might be too aggressive. I just would hate for kids to fall in between 20-30% and be seen as not meeting the standard and being close vs. actually falling far below. 50% is passing, but it is not doing so with a guarantee that next time they will. If I look at sweet spot of around 70% being actually meeting the standard, like truly meeting the standard, I am thinking kids in the 20-30% range are still falling far below.
- Graduation rate needs to be reconsidered. If a school has a small class size, each student is a larger percentage. For example if a school has a graduating class of 20 and one student receives a GED then the percent for the entire school goes down by 5%. Also consider allowing for students who receive a GED as graduating especially since the adult education school is accredited. This student demonstrates going on to do something else after leaving school and should not be considered dropping out. ACT Data -- Currently the 11th grade ACT counts for about 50% of the score. This, however, is unfair to schools that have students in a distance program. Distance students are difficult to get to a site for common testing date. Some students may be traveling during the ACT testing date in March because they are professional athletes or they may be on a different Island. Consider allowing those students to take the ACT on one of the Saturday testing dates and have their scores still count for the school. Right now even if a student takes the ACT, if it is not on the correct date, the score does not count.
- API should be defined in the text, not just listed as an acronym. A brief description of how API is calculated should also be included.
- would just hope that "special cases" are considered such as our graduation rate erroneous data this year.
- Do you need to add percentiles to this? If this is a link to Strive HI, why not make the link more explicit using the points perhaps? Also beware of the condensed distribution--where the difference in percentile ranks may not actually mean much of a difference in total points.

**Please provide comments below.**



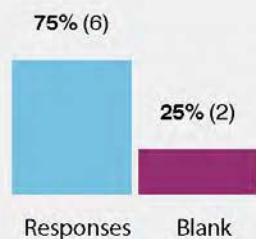
\* 5 total responses, 63% of submissions

**1b. Does this measure need to be revised?**



\* 8 total responses, 100% of submissions

**Please provide comments below.**



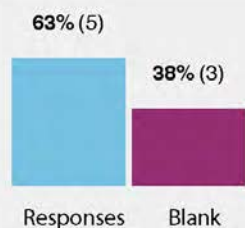
\* 6 total responses, 75% of submissions

1.b. Please provide comments below.

- I think the wording of these four categories is kind of vague, specifically "Focus" and "Continuous Improvement". Outside of the context of the whole list, it's hard to tell what these categories mean.
- Liking this. I know this is the top of the iceberg here, but I think we also need to be cognizant of the # of immersion schools in the Superintendent's Zone. If they should be there, then fine. But there are optics to look at this with and we should put thought behind how we are looking at these schools.
- Until the exact weights are understood, don't label a school.
- If possible, a (very) short description of what each of these types of school's is should be included.
- As long as unweighted due to potential classification that is out of current school leader's or faculty control.
- This is the straightforward connection that I think is good.

**1c. Does this measure need to be revised?**

\* 8 total responses, 100% of submissions

**Please provide comments below.**

\* 5 total responses, 63% of submissions

**1.c. Please provide comments below.**

- If a school is well above standard already (in math scores, for example), it can be extremely challenging to push to those higher numbers. I think the priority should be on improving areas of concern when they exist, with the improvement of stronger areas at a lower importance level on the list.
- Does this formula favor schools with low initial baselines? or vica versa?
- I don't feel I have enough understanding of this.
- Should the word "subsequent" be removed form the Exceed Standards description? It's not in any of the others, and it's not clear what it means.
- Beware of the shift to Smarter Balanced. I think we'll likely need to adjust the AMOs. This methodology generally works, but it'll be hard to launch in a year when testing changes.

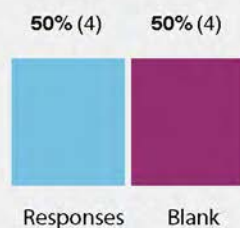
**2a. Does this measure need to be revised?**

\* 8 total responses, 100% of submissions

**2.a. Please provide comments below.**

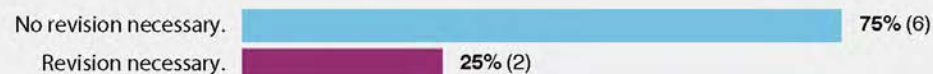
- Is this population of students included in the school's baseline measure or separate?
- See comments in section 1 for standard goals, but this one really is based on where the average lands.
- How would this impact students who are disabled?
- This to me feels like a lower standard of success for high needs students. Shouldn't we compare their performance to all students or to non-high needs students?

Please provide comments below.



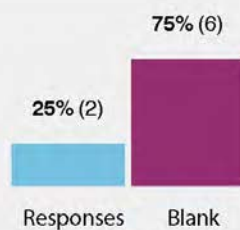
\* 4 total responses, 50% of submissions

2b. Does this measure need to be revised?



\* 8 total responses, 100% of submissions

Please provide comments below.



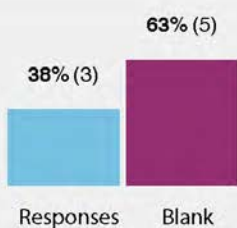
\* 2 total responses, 25% of submissions

2.b. Please provide comments below.

- This may be an issue for students with server developmental disabilities and students who are in a Workplace Readiness Program.
- Just be aware that this is based on how the SGP distribution looked last year, and that the rubric was made to ensure that the cut points came at intervals that created evenly sized groups. If you want a stable rubric you may consider cut points that aren't based on simple quantiles and are more normative (i.e. 0-35, 36-65, 66+).

**2c. Does this measure need to be revised?**

\* 6 total responses, 75% of submissions

**Please provide comments below.**

\* 3 total responses, 38% of submissions

**3a. Does this measure need to be revised?**

\* 8 total responses, 100% of submissions

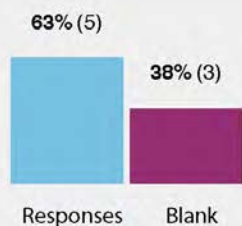
2.c. Please provide comments below.

- TBD
- It is TBD, so cannot provide feedback
- I think the data exist for this.

3.a. Please provide comments below.

- Is there a definition of the descriptor "Similar"?
- Reconsider the percentages of these and look at how many schools would be "matched" together. The exceeds standards seems out of reach. Also if all the schools are showing growth, you are still comparing them with each other. If, for example, School A and School B has an average performance of 85% neither would be Exceeds Standard
- In the "note", can you spell out "econ. dis., SWD, and ELL"? And, of course, we're curious with what school we "match".
- What about science?
- Trying to "match" with our school sample size is a difficult endeavor. Systems that do this well (CA, NYC) have so many more schools than we do that there are inevitably good comparison schools. I'd also be worried about the stability of the matches.

Please provide comments below.



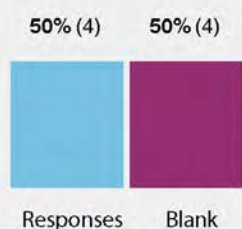
\* 5 total responses, 63% of submissions

#### 4. Does this measure need to be revised?



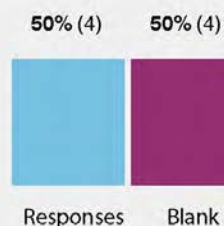
\* 8 total responses, 100% of submissions

Please provide comments below.



\* 4 total responses, 50% of submissions

Please provide **GENERAL FEEDBACK** on the entire Weighting Plan here. Provide **SPECIFIC** feedback in the space provided beneath each table.



\* 4 total responses, 50% of submissions

#### 4. Please provide comments below.

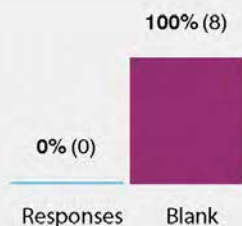
- Please define "exceed, met, did not meet, and fell far below" in a measurable way.
- Would this question be repeated for each of the school specific goals?
- Is this measure unweighted? It does not state that although does state optional...
- Not sure what this means.

Please provide **GENERAL FEEDBACK** on the entire Weighting Plan here. Provide **SPECIFIC** feedback in the space provided beneath each table.

- Again, these categories need to be clearly defined and explained. For example, how does one measure student growth, and are we all doing it in exactly the same way if we are comparing between schools? The same for proficiency, readiness (for college? careers?), etc.
- Generally, we want the SSMs to count as much as possible. The advantage of being a charter school is that we measure more than just test scores! So let's submit those as real measures of student progress...
- Serious concerns about the weighting! Having the school specific measure count towards 25% significantly waters down the academic accountability. Charter schools need to first and foremost ensure they are preparing students for academic success. In addition, this appears to be out of alignment with best practices and recommendations for national experts.
- This is pretty confusing. Why would schools have differently weighted school-specific measures? If it were a metric of their choosing wouldn't the incentive be to make it fairly simple and then choose to have it count for 25%? By having them be optional and variable, doesn't that eliminate the comparability of each school's score? Wouldn't the 10-25% versions of SSM be enough to change a school's categorization?

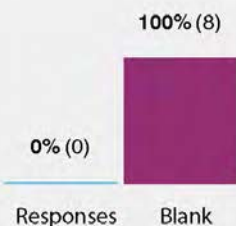


**Min. Prof/Growth: Please provide specific feedback below.**



\* 0 total responses, 0% of submissions

**Normative API: Please provide specific feedback below.**



\* 0 total responses, 0% of submissions

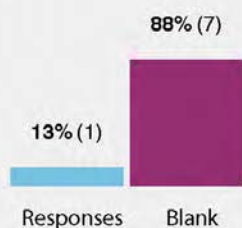
Min. Prof/Growth: Please provide specific feedback below.

[No Feedback]

Normative API: Please provide specific feedback below.

[No Feedback]

**Normative Prof/Growth: Please provide specific feedback below.**



\* 1 total response, 13% of submissions

Normative Prof/Growth: Please provide specific feedback below.

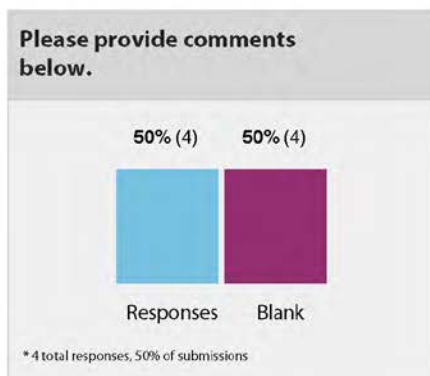
- Serious concerns about the weighting! Having the school specific measure count towards 25% significantly waters down the academic accountability. Charter schools need to first and foremost ensure they are preparing students for academic success. In addition, this appears to be out of alignment with best practices and recommendations for national experts.

**Do you support this proposal?**



\* 8 total responses, 100% of submissions





Minimum State Accountability Requirement: Please provide comments below.

- A concern would be the percentages used to determine MSAR. Who and how is that measure developed? Is it educational research oriented or data driven?
- This is similar to what we believe about students: all students can achieve mastery. With this model (the proficiency and growth standard model), all schools could achieve mastery, if their students can achieve proficiency on the HSA. That is the way it should be. We don't want a moving target in which we have to compete against each other, and always be doing better than other schools. We want all schools to be able to achieve mastery. We have significant concerns about the normative proposals described below.
- This seems like an incredibly low bar - 50% proficiency as the floor.
- I'm confused by the concept. The goal is to establish a floor for academic performance that schools are not allowed to drop below? If so then I'd highly recommend a criterion-referenced rather than a normative approach. It's hard to imagine a performance floor shifting over time.

**Exhibit 2**

**Weighting Plan with 25% Weighted School-Specific Measures**

Indicator	Overall Weight by Indicator	Effective Weight by Grade Level and Measure		
		ES	MS	HS
1. API				
Proficiency	50%	12.5%	12.5%	12.5%
Student Growth		25.0%	22.5%	7.5%
Readiness		2.5%	7.5%	25.0%
Achievement Gaps		10.0%	7.5%	5.0%
2. Standards Goals: Achievement				
2a. High-Needs Proficiency	25%	10.0%	10.0%	10.0%
2b. High-Needs Growth (SGP)		15.0%	15.0%	15.0%
2c. High-Needs Growth (AGP)		-	-	-
3. Optional Academic Goals				
School-Specific Measure (SSM)	25%	25.0%	25.0%	25.0%

**Exhibit 3**

**Weighting Plan with 10% Weighted School-Specific Measures**

Indicator	Overall Weight by Indicator	Effective Weight by Grade Level and Measure		
		ES	MS	HS
1. API				
Proficiency	60%	15.0%	15.0%	15.0%
Student Growth		30.0%	27.0%	9.0%
Readiness		3.0%	9.0%	30.0%
Achievement Gaps		12.0%	9.0%	6.0%
2. Standards Goals: Achievement				
2a. High-Needs Proficiency	30%	12.0%	12.0%	12.0%
2b. High-Needs Growth (SGP)		18.0%	18.0%	18.0%
2c. High-Needs Growth (AGP)		-	-	-
4. Optional Academic Goals				
School-Specific Measure (SSM)	10%	10.0%	10.0%	10.0%

**Exhibit 4**

**Weighting Plan for 0% School-Specific Measures**

Indicator	Overall Weight by Indicator	Effective Weight by Grade Level and Measure		
		ES	MS	HS
1. API				
Proficiency	65%	16.25%	16.25%	16.25%
Student Growth		32.5%	29.5%	9.75%
Readiness		3.25%	9.75%	32.5%
Achievement Gaps		13.0%	9.75%	6.5%
2. Standards Goals: Achievement				
2a. High-Needs Proficiency	35%	13.5%	13.5%	13.5%
2b. High-Needs Growth (SGP)		21.5%	21.5%	21.5%
2c. High-Needs Growth (AGP)		-	-	-
3. Optional Academic Goals				
School-Specific Measure (SSM)	0%	0%	0%	0%

**Exhibit 5**

**Academic Performance Framework Draft**

# **Hawaii State Public Charter School Commission**

## **ACADEMIC PERFORMANCE FRAMEWORK**

### ***Staff Proposal***

The Academic Performance Framework includes measures that allow the Commission to evaluate the school's academic performance or outcomes and was developed in accordance to the Hawaii Charter Schools Act (2012 Haw. Sess. Laws Act 130, §16 at 41-43.). This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place.

For each measure, a school receives one of four ratings: “Exceeds Standard,” “Meets Standard,” “Does Not Meet Standard,” or “Falls Far Below Standard.”

#### **1. STANDARD GOALS: STATE AND FEDERAL ACCOUNTABILITY SYSTEM**

The Strive HI Academic Performance Index (API) is based on school performance in four categories:

- Student proficiency
- Student growth
- College and career readiness:
  - Elementary schools: Attendance
  - Middle Schools: 8<sup>th</sup> grade ACT
  - High Schools: Graduation rate, 11<sup>th</sup> grade ACT, and college-going rate
- Achievement gaps

1.a. Is the school meeting acceptable standards according to Strive HI?

*Note: For schools serving more than one grade division, such as K-8 or K-12 charter schools, the commission will review the API for each division, as well as an overall API weighted by enrollment at each division.*

**Exceeds Standard:**

☐ The school received an API at or above the 90<sup>th</sup> percentile statewide for schools serving the same grade division.

**Meets Standard:**

☐ The school received an API between the 50<sup>th</sup> and 89<sup>th</sup> percentiles statewide for schools serving the same grade division.

**Does Not Meet Standard:**

☐ The school received an API between the 20<sup>th</sup> and 49<sup>th</sup> percentiles statewide for schools serving the same grade division.

**Falls Far Below Standard:**

☐ The school received an API below the 20<sup>th</sup> percentile statewide for schools serving the same grade division.

## ADDITIONAL INFORMATION:

1.b. Is the school identified as a Recognition, Continuous Improvement, Focus, Priority school or Superintendent's Zone school?
<b>Exceeds Standard:</b> <input type="checkbox"/> The school is classified as a Recognition school.
<b>Meets Standard:</b> <input type="checkbox"/> The school is classified as a Continuous Improvement school.
<b>Does Not Meet Standard:</b> <input type="checkbox"/> The school is classified as a Focus school.
<b>Falls Far Below Standard:</b> <input type="checkbox"/> The school is classified as a Priority or Superintendent's Zone school.

**About 1b:** This measure is used for information only and will be unweighted.

1.c. Does the school meet its Annual Measurable Objectives (AMOs)? <i>Note: Reading and math are evaluated separately.</i>
<b>Exceeds Standard:</b> <input type="checkbox"/> The school met its subsequent year's AMO or exceeded the state average by 10% or higher.
<b>Meets Standard:</b> <input type="checkbox"/> The school met its AMO, met the state average of percent proficient, or exceeded the state average of percent proficient up to 10%.
<b>Does Not Meet Standard:</b> <input type="checkbox"/> The school did not meet its AMO and is within 5% range of meeting its AMO.
<b>Falls Far Below Standard:</b> <input type="checkbox"/> The school did not meet its AMO or is equal to or below the Established Minimum Proficiency.

**About 1c:** This measure is used for information only and will be unweighted. This measure uses the Option A, federal methodology which can be found in the Hawai'i ESEA Flexibility Waiver submitted to the USDOE May 10, 2013. This formula produces the rate of increase that is used to develop the annual measurable objectives (AMOs). In order to use the formula, a school must establish "baseline proficiency" in Reading and Math. If a school has a baseline proficiency rate of 68% in Math, and would like to calculate a five-year set of AMOs, it would follow the following steps:

AMO formula:  $\text{Yearly Increase} = ((1 - \text{Baseline Proficiency}) * 0.5) / 5$

Baseline proficiency = 68% (.68)

$\text{Yearly Increase} = ((1 - .68) * 0.5) / 5$

$\text{Yearly Increase} = (.32 * 0.5) / 5$

$\text{Yearly increase} = (.16) / 5$

$\text{Yearly increase} = .032$

The school is expected to increase its rate of proficiency by 3.2% (.032) each year.

1 <sup>st</sup> Year AMO	= .68	+ .032	= .712	(71.2%)
2 <sup>nd</sup> Year AMO	= .712	+ .032	= .744	(74.4%)
3 <sup>rd</sup> Year AMO	= .744	+ .032	= .776	(77.6%)
4 <sup>th</sup> Year AMO	= .776	+ .032	= .808	(80.8%)
5 <sup>th</sup> Year AMO	= .808	+ .032	= .84	(84%)

*This metric uses the state average additionally. A school that meets or exceeds the state average meets or exceeds this standard even if it does not meet its AMO.*

*This metric uses the Established Minimum Proficiency as a floor. A school that does not at least meet the Established Minimum Proficiency will be evaluated as Falls Far Below Standard for this measure.*

## 2. STANDARD GOALS: PERFORMANCE OF HIGH-NEEDS STUDENTS

The “High-Needs student” group includes all students with poverty status, special education status, or English as a second language status. If there are insufficient numbers of these students at a school to meet HI DOE data reporting thresholds, three-year pooled results will be included, if available. *The High-Needs group is used to avoid double-counting students who fall into two or more groups (for example, a student with both poverty and special education status). The Commission will continue to review disaggregated student performance results, including race/ethnicity, but will use the High-Needs evaluation for accountability evaluation, consistent with the state accountability system.*

2.a. Are High-Needs students meeting or exceeding the statewide average proficiency rates for High-Needs students in reading and math? <i>Note: Reading and math are evaluated separately.</i>
<b>Exceeds Standard:</b> <input type="checkbox"/> The school’s average High-Needs proficiency rate is in the top 10 percent of statewide High-Needs performance in schools serving the same grades.
<b>Meets Standard:</b> <input type="checkbox"/> The school’s average High-Needs proficiency rate meets or exceeds the statewide average High-Needs performance of schools serving the same grades but is below the top 10 percent.
<b>Does Not Meet Standard:</b> <input type="checkbox"/> The school’s average High-Needs proficiency rate is below the statewide average High-Needs performance of schools serving the same grades but is above the bottom 20 percent.
<b>Falls Far Below Standard:</b> <input type="checkbox"/> The school’s average High-Needs proficiency rate is in the bottom 20 percent of statewide High-Needs performance of schools serving the same grades.
<i><b>About 2a:</b> This measure compares proficiency of a school’s High-Needs students against statewide average proficiency rates of all High-Needs students. The performance of school’s High-Needs population is compared only to averages of schools serving the same grades. The metric uses a percentile ranking to evaluate performance.</i>
2.b. Are High-Needs students showing growth in reading and math based on the Hawaii Growth Model’s median Student Growth Percentile (SGP)? <i>Note: Reading and math are evaluated separately.</i>
<b>Exceeds Standard:</b> <input type="checkbox"/> The school’s High-Needs median SGP is greater than 56.
<b>Meets Standard:</b> <input type="checkbox"/> The school’s High-Needs median SGP is between 47 and 56.
<b>Does Not Meet Standard:</b> <input type="checkbox"/> The school’s High-Needs median SGP is between 37 and 46.
<b>Falls Far Below Standard:</b> <input type="checkbox"/> The school’s High-Needs median SGP is less than 37.



**About 2b:** This measure specifically evaluates the growth of the school's High-Needs students. This metric is a revised version of the Strive HI growth scoring rubric (below).

Category	Reading		Mathematics	
	Median SG P	Points	Median SG P	Points
Very High Growth	> 58	50	> 62	50
High Growth	55-58	35	56-62	35
Average Growth	50-54	25	50-55	25
Low Growth	45-49	15	43-49	15
Very Low Growth	≤ 44	0	≤ 42	0

2.c. Are High-Needs students showing adequate growth to proficiency in reading and math based on the Hawaii Growth Model's adequate growth percentile (AGP)?

**Note: Adequate Growth Percentile (AGP) will be included in the Academic Performance Framework when they are available from HI DOE.**

**Exceeds Standard:**

☐ TBD

**Meets Standard:**

☐ TBD

**Does Not Meet Standard:**

☐ TBD

**Falls Far Below Standard:**

☐ TBD

**About 2c:** Currently, the data do not exist to calculate AGP. This measure acts as a placeholder.

### 3. OPTIONAL GOALS: SCHOOL-SPECIFIC ACADEMIC

4. Did the school meet its school-specific academic goals?

**Note: Specific metric(s) and target(s) must be developed and agreed upon by the charter school and the Commission.**

**Exceeds Standard:**

☐ The school exceeded its school-specific academic goal(s).

**Meets Standard:**

☐ The school met its school-specific academic goal(s).

**Does Not Meet Standard:**

☐ The school did not meet its school-specific academic goal(s).

**Falls Far Below Standard:**

☐ The school fell far below its school-specific academic goal(s).

**About 4:** Schools have been given Margaret Lin's *Making the Mission Matter* literature as initial guidance in developing School-Specific Measures (SSMs). The Commission created an Ad Hoc Committee to establish official guidance on SSM development; this guidance is currently being finalized within the Performance and Accountability Committee before being approved by the General Commission for release to schools.